

EQUITY, WELFARE AND SPORTSMANSHIP**Previous Certification Self-Study**

- 1. List all the “corrective actions,” “conditions for certification,” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to equity issues. In each case, provide: (a) the original “corrective action,” “condition,” or “strategy” imposed; (b) the action (s) taken by the institution and the date (s) of those actions (s); and (c) an explanation for any partial or noncompletion of such required actions. Note: The institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.**

The university had one “corrective action” during the first-cycle certification process:

Explain how the university intends to increase female student-athlete participation opportunities in relation to the female/male student enrollment ratio by adding the sports of men’s and women’s indoor and outdoor track and field (which was accomplished in 1997 according to Page No. 65 of the university’s self-study report), given that such sports typically involve a high number of male student-athletes.

The university has addressed plans to increase the female student-athlete participation opportunities through roster management. Additionally, in September of 1999, the Radford University (RU) Intercollegiate Athletics Committee (IAC) undertook an extensive review of the intercollegiate athletic program, which included a thorough examination of the University Athletics Initiatives. The Committee determined that a change in sports sponsorship was a fiscal imperative. Care was taken to ensure equity guidelines were met. Enhanced equity was an outcome of this study. Two sports, men’s lacrosse and women’s gymnastics, were identified as the least compatible within the Radford University Intercollegiate Athletics program and therefore reclassified from intercollegiate to club status. In their place, women’s swimming and diving was upgraded from club status to intercollegiate status to increase opportunities for female participation.

The decision to discontinue men’s lacrosse and women’s gymnastics and add women’s swimming and diving, along with the addition of men’s and women’s indoor and outdoor track and field and corresponding reallocation of funds, has allowed Radford to restructure its intercollegiate athletics program in a way that will better serve the program within the Big South Conference. In 2002-2003 student-athlete participation was proportionate to the undergraduate enrollment – 58% of student-athletes were female; 59% of the undergraduate student body were female.

- 2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action (s) taken by the institution, (c) the date (s) of the action (s), (d) action (s) not taken or not completed, and (e) explanation (s) for partial completion. Include plans for improvement or other recommendations developed during the interim report process, if any.**

Gender Equity Plan for Improvement

Original Plan	Action Taken and Date of Action	Action (s) Not Taken or Partially Completed (with Explanation)
1. Create a task force to explore ways to increase participation in women's sports/ increase funding for women's sports. 2. Receive task force recommendations. 3. Continue fundraising efforts to support women's sports.	Yes-December 2000 Yes-December 2000 Yes-Included in the 2d Capital Campaign (2002)	
1. Continue aggressive external recruiting of female candidates. 2. Develop and maintain a database of potential female candidates. 3. Contact appropriate NCAA offices to request resumes of qualified female candidates. 4. Contact female coaches' organization to request lists of qualified female candidates. 5. Hire two additional female coaches or administrative staff.	Yes-Ongoing See 8 below Yes-Ongoing Need database technology. Maintains a hard copy. No Yes-Ongoing When a vacancy occurs. Yes- exceeded the goal. See Attachment ____, Female and Minority Hires	Did not obtain resumes of qualified female candidates from NCAA offices (NCAA dropped jobline, not able to execute)
1. Conduct an independent review of salaries of athletics personnel. 2. Upgrade women's softball coach to full-time position.	Yes, Social Equity Office completed review-June 2003 Yes-August 1998	

Original Plan	Action Taken and Date of Action	Action (s) Not Taken or Partially Completed (with Explanation)
<ol style="list-style-type: none"> 1. Ensure that current spending ratio per female student-athlete continues as opportunities for female student-athletes increase. 2. Review spending per athlete annually. 3. Jointly promote men's and women's sports via: electronic marquee, e-mail, sports hotline, and website 4. Conduct an independent review of budgets for comparable men's and women's sports. 5. Increase student-athletes' awareness of athletics department's efforts to achieve equitable media coverage, per diem, meal allowances, etc. through: AD, IAC, and Student- Athlete Advisory Committee (SAAC) 	<p>Yes-Ongoing beginning Summer 1998 by AD</p> <p>Yes-Ongoing beginning Summer 1998 by AD</p> <p>Yes-October 2000, hired full-time promotions person hired to promote men's and women's team sports</p> <p>Yes-March 1, 2003</p> <p>Yes-Annually since 1998</p>	
<ol style="list-style-type: none"> 1. Appoint Social Equity Officer to IAC 	<p>Yes-Spring 2002</p>	

- 3. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan; (b) the action (s) taken by the institution; (c) the date (s) of the action (s); (d) action (s) not taken or not completed; and (e) explanation (s) for partial completion. Include plans for improvement or other recommendations developed during the interim report process, if any.**

Minority Equity Plan for Improvement

Original Plan	Action Taken and Date of Action	Action (s) Not Taken or Partially Completed (with Explanation)
1. Increase percentage of minority students receiving athletics scholarships to 14% of athletics scholarship recipients by 2000.	Yes –In 1999, minorities received 27% of student-athlete scholarships; in 2000, 23%; in 2001, 20%	
2. Increase percentage of minority students receiving athletics scholarships to 16% of athletics scholarship recipients by 2003.	Yes – See 1 above	

Original Plan	Action Taken and Date of Action	Action (s) Not Taken or Partially Completed (with Explanation)
1. Identify and recruit outstanding minority candidates for coaching and administrative staff positions.	Yes – See Attachment _____, Female and Minority Hires	
2. Develop and maintain a database of potential minority candidates	Yes-Computer file compiled and monitored by AD commencing Fall 1998	
3. Contact NCAA professional development office to request resumes of qualified minority candidates.	Yes-NCAA no longer maintains the database	
4. Contact Black Coaches' Association to request information about qualified minority candidates.	Yes-Documentation obtained as positions become available	
5. Continue to advertise in Black Issues in Higher Education and other minority publications as identified and mailings about vacant positions to historically Black institutions.	Yes-Done with each job search	
6. Hire two additional minority coaches or administrative staff	Yes, exceeded goal. See Attachment _____, Female and Minority hires	

Original Plan	Action Taken and Date of Action	Action (s) Not Taken or Partially Completed (with Explanation)
1. Conduct workshop for coaches on sensitivity to minority students' issues. 2. Offer financial aid workshop for athletes and their families. 3. Work with diversity committees to ensure needs of minority students are addressed. 4. Offer CHAMPS Life Skills program. 5. Continue to offer career workshops for minority student-athletes. 6. Continue to encourage and promote application by student-athletes interested in careers in athletics administration for NCAA minority scholarship and internship program.	Yes-April 10, 2003 Yes-offered through normal university procedures Yes-done with Diversity and Equity Action Committee annually Yes-started in Fall 2001. This program has been maintained Yes-addressed annually in career class for all student-athletes Yes- Every year at the beginning of the year coaches meet with student-athletes and make information available to all student-athletes	
1. Appoint Social Equity Officer to IAC	Yes-Spring 2002	

During the three-year evaluation period, a significant change occurred for minority student-athletes and staff. Minority staff increased from 7% to 16% of athletics personnel and minority student-athletes receiving aid from 16.5% to 22.5%.

- 4. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the student-athlete welfare area. Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action; (d) actions not taken or not completed; and (e) explanations for partial completion.**

Original Action, Condition, or Strategy	Action Taken and Date of Action	Action(s) Not Taken or Partially Completed (with Explanation)
1. Exit interview data have not been used to the fullest extent possible.	Comprehensive survey is now in use for all student-athletes. Revised interview form in 2003-04. (See Self-Study Item 4.3.3)	
2. No uniform reporting is done to keep teaching faculty informed and involved in the program.	(1) Developed standard forms in 2000 to keep teaching faculty informed of team schedules; (2) standardized progress reports and made them mandatory for all athletes in all sports; (3)ask the VPAA to make it clear to teaching faculty that responding to progress reports are mandatory.	VPAA was not asked to do (3) because it was determined that VPAA cannot require this.
3. Minor sports do not receive enough recognition.	FT promotions coordinator hired in September 2000. Instructed to give attention to minor sports.	
4. Student-athletes' perception of efforts made with respect to media coverage, meal allowances and budget decisions do not always match reality.	IAC works more closely with SAAC to be sure that the athletes' questions and concerns are known. (See discussion of Self-Study Item 4.3.1)	
5. Minor sports funding is too low.	Per diem is same for all sports (2001). Travel depends on sport and number of athletes. The best we can afford is used.	
6. Individual and team accomplishments do not receive enough recognition.	Team banners for championships won and NCAA appearances displayed in 1999. Archived web-page articles since 2002. Hall of Fame web-page established (1999).	
7. No written policy regarding per diem for student-athletes.	Per diem was equalized in 2001.	

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- 5. Describe any additional plans for improvement/recommendations in the area of student-athlete welfare developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

Not applicable.

- 6. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as the related to equity and welfare issues. Specifically, include for each: (a) the required action; (b) the action(s) taken by the institution; (c) the date(s) of these actions; (d) action(s) not taken or completed; and (e) explanation(s) for partial completion.**

Not applicable.

Operating Principle

- 4.1 Gender Issues. Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association's principle of gender equity. In accordance with this fundamental principle, the institution shall:**
- a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.**
 - b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.**
 - c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, and timetables.**

Self-Study Items

- 1. Explain how the institution is organized to further its efforts related to the gender issues operating principle above for both staff and students and provide evidence that matters concerning gender equity are monitored, evaluated, and addressed on a continuing basis.**

Radford University's commitment to gender equity in Intercollegiate Athletics is long-standing and well established. The opportunity for women to compete in athletics was established at Radford University when it opened in 1913 as a school for women.

The university is committed to a policy of equal opportunity in the administration of its educational programs, activities, admission, and employment practices. RU's DIA has demonstrated a strong commitment to gender equity. The university monitors its efforts related to gender issues for faculty, staff, and students and incorporates the following programs:

- The university's Affirmative Action Plan is designed to accelerate the achievement of equal opportunity for women, with the primary responsibility belonging to the President and Board of Visitors and by delegation to all administrators in general and, in particular, to the Athletic Director.
- One of the Department's core principles in its Mission Statement underscores its commitment to diversity: "Radford University's Intercollegiate Athletics Program supports equitable opportunities for all student-athletes and staff, including women and minorities, and is committed to establishing and maintaining an environment that values cultural diversity."
- The Social Equity Officer's role has been expanded to include membership on the IAC, conducting a salary study, and annually monitoring salaries with particular attention to gender equity.

- The DIA receives assistance and recruiting guidelines in filling vacancies from the Social Equity Officer.
- The University regularly communicates its policies on gender equity to the DIA and provides training on cultural awareness. Sexual harassment policies and procedures are in place to ensure equitable treatment of faculty, staff and students. These policies and procedures are communicated through various University Handbooks and they are also posted on the RU website.
- An extensive review of the intercollegiate athletics program in 1999 resulted in the decision to discontinue men's lacrosse and women's gymnastics, and add women's swimming and diving, which allowed the department to restructure its intercollegiate athletics program in a way that better served the program within the Big South Conference and provided more participation opportunities for female student-athletes. In 2002-2003 student-athlete participation was proportionate to the undergraduate enrollment; 58% of student-athletes and 59 % of the student body were female.
- The Commitment to Equity Plan from the previous self-study was implemented.
- The Sports Participation Survey (SPS) was developed to see how many student-athletes competed in high school sports and how many were interested in competing at the college level. The annual SPS is monitored for equity for both male and female student-athletes. The SPS is administered to incoming freshmen during summer orientation programs. The SPS is monitored by the Athletic Director (AD) who receives the results and looks for trends or evidence of a particular interest in a sport. The AD shares the SPS with others in the department and with IAC. For several years Track and Field was the sport that RU did not sponsor that the highest percent of incoming freshmen requested. This provided additional support and justification to add Track and Field as opposed to another sport.
- The university's commitment to gender equity is evident in the organization of the DIA. The Head Athletics Trainer is a female who also serves as the Senior Woman's Administrator.
- Department policies and plans show a strong commitment to gender equity for coaches, staff, and student-athletes. Not only is there commitment within the university and the Department of Athletics, but also there are significant improvements in gender equity, as explained in this section of the self-study.

- 2. For the three most recent academic years for which the information is available, attach a copy of the institution's completed Equity in Athletics Disclosure Act survey form and work-sheets. Analyze, explain, and address discrepancies in the data between male and female student-athletes, and comment on any trends or significant changes.**

Equity in Athletics Disclosure Act (EADA)
Summary

Table 1 – Athletics Participation*

		<u>1999</u>	<u>2000</u>	<u>2001</u>
Athletes Participation	Male	50.3%	49.9%	46.1%
	Female	49.7%	50.1%	53.9%
University Undergraduates	Male	39.2%	40.1%	40.7%
	Female	60.8%	59.9%	59.3%

* Student-Athletes who participated in more than one sport (most significantly indoor and outdoor track & field and cross country) were counted more than once.

The university enrollment ratios have remained consistent for the three-year evaluation period. Radford University has made substantial progress in participation ratios. It is important to note that in 2002-2003 student-athlete participation was proportionate to the undergraduate enrollment: 58% of student-athletes and 59% of the student body were female.

Table 2A – Head Coaches Assignments Men's Teams (FT-full-time, PT-part-time)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	4FT/2PT	4FT/2PT	3FT/2PT
Females	3FT	3FT	3FT

Table 2B – Head Coaches Assignments Women's Teams (FT-full-time, PT-part-time)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	5FT/2PT	4FT/3PT	3FT/3PT
Females	4FT	4FT	5FT

The EADA Report shows that the number of full-time and part-time head coaches allotted for women's teams is equitable to the number of full-time and part-time head coaches allotted to men's teams during the same period.

Table 3A – Assistant Coaches Assignments Men’s Teams (FT-full-time, PT-part-time)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	5FT/4PT	5FT/14PT	5FT/10PT
Females	3PT	3PT	0

Table 3B – Assistant Coaches Assignments Women’s Teams(FT-full-time, PT-part-time)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	3FT/4PT	3FT/11PT	3FT/8PT
Females	2FT/7PT	1FT/3PT	1FT/7PT

The EADA Report shows that the number of full-time and part-time assistant coaches allotted for women’s teams is equitable to the number of full-time and part-time assistant coaches allotted to men’s teams during the same period.

Note: For the purposes of this table, cross country, indoor track and field, and outdoor track and field are considered three separate sports.

Table 4 – Operating Expenses

		<u>1999</u>	<u>2000</u>	<u>2001</u>
Percentage of Total	Males	50.4%	51.7%	45.8%
	Females	49.6%	48.3%	54.2%
Per Capita	Males	\$1,899	\$1,826	\$1,839
	Females	\$1,889	\$1,698	\$1,857

The Women’s share of the Operating Expenses over the three-year evaluation period has increased 4.6% and is consistent with women’s participation rates of 53.9%.

Table 5 - Recruiting Expenditures

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	44.7%	56.3%	38.7%
Females	55.3%	43.7%	61.3%

The proportion of recruiting expenses allotted to women’s sports significantly exceeds women’s participation ratio. However, this is a particularly difficult area to evaluate because recruiting expenses are highly volatile. They can change substantially from one year to the next, depending on such factors as the number of scholarships available, geographic locations of prospective student-athletes, degree of success in initial recruiting efforts, etc.

Table 6 – Athletically Related Student Aid

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	45.2%	44.2%	41.0%
Females	54.8%	55.8%	59.0%

The percentage of athletics-related student aid awarded to the female student-athletes has continually increased during the three-year evaluation period. The change in sport sponsorship – the discontinuation of men’s lacrosse and women’s gymnastics, and the addition of women’s swimming and diving – contributed to this increase. While the proportion of athletically-related student aid significantly exceeds women’s participation ratios during the most recent past three years, a more balanced distribution was achieved in 2002-03, with 58% of financial aid going to women, who are 59% of the student-athletes.

Table 7 – Revenues Attributable to Specific Teams

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	94.7%	91.4%	89.8%
Females	5.3%	8.6%	10.2%

The percentage of revenues attributed to Women’s Teams increased by five percent over the three-year evaluation period.

Table 8 – Average Head Coaches Salaries

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	\$29,099	\$33,077	\$32,815
Females	\$25,219	\$29,053	\$27,841

A gender discrepancy exists in head coaches salaries during the three-year evaluation period. This discrepancy is due to a number of factors including, but not limited to: number of years of experience, level of experience, academic degree level, years on the staff, athletic success, and the going rate in the market (market value).

Table 9 – Average Assistant Coaches Salaries

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Males	\$12,171	\$9,636	\$13,344
Females	\$ 9,682	\$8,854	\$ 9,053

Gender differences also exist in assistant coaches’ salaries during the three-year evaluation period as a result of several factors. This discrepancy is due to a number of factors including, but not limited to: number of years of experience, level of experience, academic degree level, years on the staff, athletic success, and the going rate in the market (market value).

Table 10 – Overall Revenues and Expenses

	<u>1999</u>	<u>2000</u>	<u>2001</u>
	Revenues/Expenses	Revenues/Expenses	Revenues/Expenses
Males	2.8% / 34.0%	1.5% / 32.6%	2.9% / 28.5%
Females	0.2% / 37.1%	0.1% / 35.9%	0.3% / 35.6%

The three-year period indicates an increase in revenues produced by women's and men's teams and a decrease in expenses for both women's and men's teams. The revenue/expense lines do not add up to 100 percent because of non-gender allocations, i.e., monies that will be used for either women's or men's teams and/or funds that are non-designated for women's or men's teams or monies that are needed by any student-athlete on an as-needed basis.

- 3. Using the program area checklist for gender issues, provided as Attachment No. 2: (a) Describe how the institution has ensured a complete study of each of the areas; (b) Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas; (c) Identify areas of deficiency and comment on any trends; and (d) Explain how the institution's future plan for gender issues addresses each of the areas. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to item No. 9 of the program area checklist.]**

Operating Principle 4.1, Self-Study Item #6

Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Athletics Scholarships	Annual review by AD & VPSA of EADA reports, NCAA self-study.	In 2001, 59% of athletics related student aid went to female student-athletes.	No gender-specific deficiencies. Trend: Yearly increase in percentage of athletic aid for females, along with increase in female student-athlete participation.	Maintain current equitable proportionate distribution structure.
Accommodation of Interests and Abilities	Annual review of RU Sport and Participation Surveys and NCAA Demographic and Sports Sponsorship forms by IAC, periodic review of intramural and club sports programs by IAC.	The participation rates (from 50% to 54% for females) and scholarship allotments (from 55% to 59%) from 1999-2000 to 2002-2003 increased substantially.	No gender-specific deficiencies. Trend: Female student-athletes reached proportionality in 2002-03.	Continue to distribute Sports Participation surveys during new student orientation; IAC will continue to conduct a periodic sports sponsorship review: RU is currently meeting substantial proportionality guidelines as defined by Title IX of the Education Amendments of 1972, therefore there are no plans to add or drop sports.
Equipment and Supplies	Review by AD and DIA staff of: EADA reports, feedback from coaches/AD meetings, SAAC feedback, SAAC report to IAC, student-athlete exit interviews.	From 1999 to 2001, equipment and supplies were purchased out of individual sports operating budgets. The women's share of the operating expenses increased 4.6%; in the 2002-03 budget, women's sports received the majority of the financial resources, 55.2 %.	No gender-specific deficiencies. Trend: The percentage of increase in operating expenses for women's teams (which includes equipment & supplies) is comparable to the percentage of increase in female student-athlete participation.	Continue to receive and evaluate feedback from coaches, SAAC. and student-athletes, and the EADA reports; perform yearly evaluation of reusable supplies & equipment.

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Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Scheduling of Games and Practice Times	Ongoing evaluation by coaches, administrators, and facilities personnel.	Scheduling is done by coaches who use the same practice and game facilities. AD and/or Facilities Director step in to assist in working out a rotational system for use of facilities when problems arise. This system has worked well for several years.	No gender-specific deficiencies.	Athletic Director and Facilities Director will continue to work collaboratively with coaches to ensure adequate and equitable availability of facilities in scheduling of practices and games.
Travel and Per Diem Allowance	Review by AD and IAC of: EADA reports, SAAC feedback, SAAC report to IAC, student-athlete exit interviews.	Per diem is same for men's and women's teams; modes of transportation depend on size of teams not gender; hotels are selected by coaches and/or business manager without regard to gender. The women's share of the operating expenses over the three-year evaluation period has increased 4.6%.	No gender-specific deficiencies. Trend: the percentage of increase in operating expenses for women's teams (which includes equipment & supplies) is comparable to the percentage of increase in female student-athlete participation.	Maintain equality in per diem and travel allowances for both men's & women's teams; improve modes of transportation for both, as well as increase allowances for both (as is economically feasible).
Tutors	Review by AD and IAC of: feedback from SAAC, SAAC report to IAC.	All female and male student-athletes have equal access to tutors, academic counseling from the Athletic Academic Coordinator, class scheduling, and the study center.	No gender-specific deficiencies.	Continue to provide these services equitably, regardless of gender. Annual evaluation of current Academic Support Program by Associate VP for Academic Programs.
Coaches	Annual review by AD of: EADA reports, review of organizational chart, NCAA self-study.	The number of full and part-time positions, qualifications, duration of contracts, duties, and all other conditions of employment are comparable for most sports.	There are 2 Assistant baseball coaches and 1 Assistant softball coach. This is justified by the difference in number of players on the 2 squads. Squad sizes are consistent with national norms. Salary discrepancies are due to experience & length of service at RU.	Annual review by IAC to monitor for equitable salaries and squad sizes consistent with national norms.

Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Locker Rooms, Practice and Competitive Facilities	Ongoing observation and evaluation of current programs by coaches, administrators and facilities personnel.	Adequate facilities exist for most comparable sports.	Gender-specific deficiencies exist in baseball and softball: Baseball has sunken dugouts with roofs while Softball has chain-link fence dugouts with roofs; Baseball has a press-box. Softball does not; Softball field has lights while Baseball does not.	Improve the Softball dugouts and add a press-box at the Softball field, as funding becomes available; this should be done before considering the addition of lights at the Baseball field.
Medical and Training Facilities and Services	Annual review by Head Athletic Trainer of student-athlete exit interviews, ongoing evaluation of current programs.	Certified athletics trainers and training rooms available for use by ALL athletes; all traditional season home events have a certified athletics trainer on facility site except for men's tennis & women's tennis practices and men's golf & women's golf matches & practices; Both male and female athletics trainers work with both male and female athletes; Strength coach works with both men's & women's teams; Weight rooms equally available to both men's and women's teams.	No gender-specific deficiencies.	Continue to provide equitable athletics training services to both men's & women's teams, increase the number of athletics training staff in order to provide better for the needs of all student-athletes as economically feasible; continue to keep female athletic trainers available for student-athletes; continue to provide equitable strength-training services and facilities to both men's & women's teams.
Housing and Dining Facilities and Services	Annual review by AD and IAC of: SAAC feedback, SAAC report to IAC, student-athlete interviews.	Student-athletes use same dining facilities & housing as all RU students; there are no 'athletics dorms' and no "training table".	No gender-specific deficiencies.	Continue to review and utilize the university's dining and housing services to maintain equity; continue to explore options for student-athlete housing during pre-season and post-graduation periods.

Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Publicity	Annual review by AD and SID of: Student-Athlete exit interviews, SAAC feedback, SAAC report to IAC, ongoing evaluation of current program.	Sports Information Director & Assistant Sports Information Director work with both men's & women's teams; quality & quantity of written publications for male & female teams comparable; men's basketball & women's basketball game notes posted on Internet, as are schedules of all teams; men's basketball & women's basketball aired on TV equal number of times; EXCEPTION: All men's basketball games aired on radio, only 6 women's basketball games aired; this is an increase from previous years for women's basketball.	There are gender-specific deficiencies in the broadcasting of basketball games.	Increase the number of women's basketball games aired on the radio. Broadcast women's basketball games, via streaming video, as men's basketball games are at the present time.
Support Services	Ongoing evaluation of current program by AD.	No Athletics Department administrative positions are designated "Men's" or "Women's"; one secretary works with all sports, and one works with men's basketball and women's basketball teams; the SWA is primary liaison for women's sports programs.	No gender-specific deficiencies.	Continue to ensure that support services are provided equitably to both men's & women's teams.
Recruitment of Student-Athletes	Annual review by AD of: EADA reports, team budgets, ongoing evaluation of current programs.	Female recruiting expenditures increased in 2001 by 6 %.	Trend: More money spent on recruiting for women's teams than men's teams in 99-00 & 01-02, but less in 00-01; "courtesy cars" for everyday usage & recruiting trips available for men's basketball & women's basketball coaching staffs; prospective student-athletes of both men's & women's teams are provided for equitably during on-campus visits.	Increase female coach & student-athlete involvement in community in order to improve RU female student-athlete image and therefore attract more of the outstanding local high school female athletes.

- 4. Provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. Also, describe the institution's efforts to ensure the plan was developed through a process involving broad-based participation. The plan must clearly identify all issues or problems and must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables, and a clear indication of institutional approval of the plan. The plan must address all 13 program areas for gender issues as listed in Attachment No. 2; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issue plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: See Appendix B, Page 61, for an example format outlining all required elements of a plan.]**

Broad-based participation in the formulation of the Commitment to Gender Equity Plan occurred through a lengthy process of development of the plan. This process really began when the Equity Plan for Improvement was developed as part of the previous self-study. This plan became a "working document" that was used by the DIA to effect changes during the last few years. These changes were reviewed and evaluated by the IAC, a body that includes representatives of faculty, students, and administration and has always included female and minority group members as well. The review by IAC has also been greatly influenced by input received from SAAC, a group of more than twenty student-athletes that has also always included female and minority group members.

The Subcommittee on Equity, selected for this self-study, has reviewed progress made in carrying out the previous Equity Plan for Improvement, has collected and examined data relevant to the gender equity operating principles and self-study items, and has developed the Commitment to Equity Plan. The Subcommittee on Equity included three minority group members and three women.

A draft of the Commitment to Gender Equity Plan was placed on the DIA website in late October 2003. Faculty, staff, and students were notified by means of *RU News*, a university-wide electronic newsletter, that the draft plan was online and were invited to provide comments and suggestions to the Steering Committee co-chairs.

COMMITMENT TO EQUITY PLAN: Gender Equity

	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1.	Accommodation of interests and abilities are equitable.	Continue to maintain equitable accommodation of interests and abilities of enrolled students.	Review RU Sports and Participation Surveys. Review NCAA Demographic and Sports Sponsorship forms. Review the intramural and club sports programs.	Athletic Director, SWA, and IAC	Fall 2004 and annual/semi-annual review thereafter.
2.	Equipment and supply needs are equitable.	Maintain a list of equipment needs per sport and have a multi-year plan for meeting those needs.	Assess equipment and supply needs by March 1 each year..	Athletic Director & SWA.	March 1, 2004 and annually thereafter.
3.	Scheduling of Games and Practice Times needs are equitable.	Evaluate on a continuing basis games and practice times with coaches, administrators, and facilities personnel to ensure that scheduling needs continue to be equitable.	Work collaboratively with coaches to ensure adequate and equitable availability of facilities in scheduling of practices and games.	Athletic Director, Coaches, and Facilities Personnel.	Spring 2004 and annually thereafter.
4.	Travel and per diem allowance are equitable.	Maintain equality in per diem and travel allowances for both men's and women's teams.	Review and monitor EADA reports, SAAC feedback, SAAC Report, and student-athlete exit interviews.	Athletic Director and IAC.	Spring 2004 and annually thereafter.
5.	Tutors are equally accessible to student-athletes of both genders.	Continue to provide equitable tutorial services.	Review and monitor feedback from SAAC, and SAAC Report.	Athletic Academic Coordinator.	Spring 2004 and annually thereafter.
6.	A larger pool of quality female applicants is needed when vacancies arise.	Expand the database of potential female candidates.	Research available resources. Referrals from associations, other female coaches/administrators.	Athletic Director.	Fall 2003.

	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
7.	Salaries of men's and women's head coaches are not equitable.	If factors are consistent, salaries of comparable men's and women's teams will be equitable.	Set up a schedule to eliminate identified discrepancies.	Athletic Director, SWA, & VPSA.	Conducted annually during contract negotiations & budget development.
8.	Baseball and softball dugouts are not equitable.	Build softball dugouts.	Develop plans and obtain estimated construction costs. Develop budget.	Athletic Director & Facilities Director.	Fall 2006.
9.	Medical and training facilities and services are equitable.	Continue to provide equitable athletic training services to both men's and women's teams. Continue to keep female athletic trainers available for student-athletes. Continue to provide equitable strength-training services and facilities.	Review student-athlete exit interviews & annual comprehensive surveys (of all student-athletes).	Athletic Director.	Spring 2004 and annual review thereafter.
10.	Housing and dining facilities and services are equitable.	Continue to utilize university's dining and housing services.	Review SAAC feedback, SAAC Report, and student-athlete interviews.	Athletic Director.	Spring 2004 and annually thereafter.
11.	Gender-specific deficiencies in the broadcasting of basketball games exist.	Eliminate the gender deficiencies in broadcasting. Increase the number of women's basketball games aired on the radio.	Negotiate best available broadcasting arrangements.	Athletic Director Sports Information Director.	Spring 2004 and annually thereafter.
12.	Support services are equitable.	Continue to ensure that support services are provided equitably.	Evaluate current program at least every three years.	Athletic Director & SWA.	Spring 2004 and tri-annually thereafter.
13.	Recruitment of student-athletes is equitable.	Annually compare recruiting strategies between comparable men's and women's	Review EADA reports and team budgets.	Athletic Director	March 1 each year.

	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		sports.			
14.	A detailed plan for retention of female coaches and administrative staff does not exist.	Develop a retention plan for female coaches and administrative staff.	Constitute a task force (to include some female coaches & administrators) to study and recommend strategies for retention	Athletic Director.	Fall 2004.

Approved, Dr. Douglas Covington, President, Radford University

Operating Principle

4.2 Minority Issues. It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:

- a. Have implemented its approved minority-opportunities plan from the previous self-study. If modified or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.**
- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel.**
- c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, person responsible, and timetables.**

Self-Study Items

- 1. Explain how the institution is organized to further its efforts related to the minority-issues operating principle above for both staff and students and provide evidence that matters concerning minority issues are monitored, evaluated, and addressed on a continuing basis.**

The DIA has demonstrated a strong commitment to minority equity. The university monitors its efforts related to minority issues for faculty, staff, and students and incorporates the following programs:

- The Social Equity Officer chairs the Diversity and Equity Action Committee, an advisory committee to the President. The Committee is composed of representatives of faculty, staff, and students, including representatives from Human Resources, the Disability Resource Office, Multicultural and International Services, the African American Faculty and Staff Association, the Center for Gender Studies, the College of Education and Human Development, the Waldron College of Health and Human Services, the Student Government Association, and the Black Affairs Council.
- Project C.A.R.E.E.R. provides an accessible and responsive educational environment for all faculty and staff through its cultural programs and activities.
- The recruitment and employment of minorities at Radford University, including coaches and staff in the DIA, is measured and reported annually in the Affirmative Action Plan.
- The African American Faculty and Staff Association (AAFSA) sponsors a reception and picnic annually for minority staff. AAFSA also sponsors annual student events, such as the Donning of the Kente.
- Partnership for Academic Development (PAD) addresses minority teaching faculty issues.

- Minority employees make up 7% of full-time faculty and staff.
- Undergraduate enrollment of minority students is 10.23%.
- The Campus Week of Dialogue is sponsored annually by the Student Government Association.
- The Office of Admissions partners with organizations such as Project Discovery, College Partnership, and Total Action Against Poverty in an effort to promote the University to a diverse pool of prospective students. In addition, many on-campus recruitment events include programming to address the concerns of minority students. For enrolled students, the Office of Multicultural and International Services co-sponsors Black History Month, Hispanic Heritage Month, Native American Heritage Month, the International Dinner, and the summer Student Transition Program. Other organizations that support minority students are the Black Student Affairs Council, the International Student Affairs Council, the International Club, Educated Women of Color, Native American Association, and the Panhellenic Council. These programs are available to all students at Radford University, including student-athletes.

See also Self-Study items 5 and 6 for further evidence that matters concerning minority issues are monitored, evaluated, and addressed on a continuing basis by the DIA.

- 2. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant Athletic Directors up through the Athletic Director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any).**

See Attachment 1, Part A.

**EQUITY, WELFARE AND SPORTSMANSHIP: SELF-STUDY ITEM NOS. 2, 3 and 4
FOR OPERATING PRINCIPLE 4.2**

Racial or Ethnic Composition

PART A: Athletics and Selected Institutional Personnel

Indicate the number* of individuals in each of the racial or ethnic groups for each personnel group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: (1) Use the definition of staff members that is included in the certification of compliance forms. (2) "F" refers to full-time staff employees who are considered by the institution as 1 FTE (full-time equivalency) in the athletics department(s) and "P" refers to part-time staff employees who are less than 1 FTE in the athletics department(s)].

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F																		
	P													1.75	1.25	1.25			
Other Professional Athletics Dept. Staff	F							1	1					6.75	5.75	3.75			
	P													4	5	4			
Head Coaches	F							1						9	9	9			
	P					1	1							4	4	5			
Assistant Coaches	F							2	1	2				1	4	3			
	P							1	2	2			1	1	9	8	9		
TOTALS (For Athletics Dept. Personnel)	F							4	2	2				18.5	20	17			
	P					1	1	1	2	2			1	1	17	17	18		
Faculty-Based Athletics Board or Committee Members														16	17	15			
Other Advisory or Policy-Making Group Members						1	1	1	2	2	2			30	33	32			

Am. Ind./AN - American Indian/Alaskan Native

Asian/PI - Pacific Islander

*For athletics department personnel serving in more than one capacity (e.g., assistant Athletic Director and head softball coach), use fractions or decimals in the appropriate athletics staff or coach groups to indicate the approximate percentage of a full-time position devoted to each role, with the understanding that one staff member cannot count as more than one equivalency.

Name of person completing this chart: Rosemary G. Gray, Ed.D.

Title: Assistant Director/ Human Resources and Social Equity Officer

Date: January 2003

- 3. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally.**

See Attachment 1, Part B.

PART B: STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID*

Indicate the number of students generally and student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first. Note: Information for students generally and for student-athletes who received athletics aid can be obtained from the enrollment information items included in the institution's completed NCAA Division I graduation-rates disclosure forms. The number of students by gender also can be obtained from the Equity in Athletics Disclosure Act survey form.

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
All Students	19	21	24	168	135	151	524	508	499	157	101	113	7,193	6,857	6,620	0	0	1
Student-Athletes	0	0	0	4	2	2	33	33	30	4	5	5	141	161	186	0	0	0

Am. Ind./AN – American Indian/Alaskan Native

Asian/PI – Pacific Islander

*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.

Name of person completing this chart: Penny Helms White

Title: Director of Annual Giving, Former Associate Director of Admissions

Date: June 2003

- 4. For the three most recent academic years provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport.**

See Attachment 1, Part C.

PART C: MEN'S AND WOMEN'S SPORTS TEAMS

Indicate the number of student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups for each sport group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: Information concerning student-athletes who received athletics aid by eight sports groups can be obtained from the enrollment information items included in the institution's completed NCAA graduation-rates disclosure form.]

Sports **	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	0	0	0	0	0	0	22	19	27	0	0	0
Men's Basketball		0	0	0	0	0	0	10	11	10	0	0	0	3	2	3	0	0	0
Football		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Track/ Cross Country		0	0	0	0	0	0	4	4	4	0	0	1	6	8	8	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	1	1	1	5	4	5	3	4	3	27	36	45	0	0	0
Women's Basketball		0	0	0	1	1	0	1	1	2	0	0	0	14	14	10	0	0	0
Women's Track/ Cross Country		0	0	0	0	0	0	7	9	5	0	0	0	5	9	9	0	0	0
Women's Other Sports		0	0	0	2	0	1	6	4	4	1	1	1	64	73	84	0	0	0
TOTAL		0	0	0	4	2	2	33	33	30	4	5	5	141	161	186	0	0	0

Am. Ind./AN – American Indian/Alaskan Native

Asian/PI – Pacific Islander

*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.

** For those sports listed in this column that have not been at the varsity level for thee years, indicate in this column the year in which the sport was recognized as a varsity sport.

Name of person completing this chart: Penny Helms White

Title: Director of Annual Giving, Former Associate Director of Admissions

Date: June 2003

5. **Using the program area checklist for minority issues, provided as Attachment No. 3: (a) Describe how the institution has ensured a complete study of each of these areas; (b) Provide data demonstrating the institution's commitment across each of the areas; (c) Identify areas of deficiency and comment on any trends; and (d) Explain how the institution's future plan for minority issues addresses each of the areas.**

Operating Principle 4.2, Self-Study Item #5

Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Institutional and Athletics Department Commitment	Review of: University's Strategic Plan, Intercollegiate Athletics Strategic Plan, NCAA self-study, RU's Non-discrimination policy, Diversity Statement, Affirmative Action Plan, Social Equity Officer's job description, Institutional Goals, International Student Services Mission Statement, DIA Mission Statement.	The University Strategic Plan contains a diversity component; the Non-Discriminatory Statement appears in university publications; the university employs a Social Equity Officer to implement its Affirmative Action Plan; the President's commitment is stated in his Diversity Statement and appears in campus publications; Int'l Student Services Mission Statement illustrates the university's global commitment; the university has a formal affirmative action plan; the Diversity and Equity Action Committee is appointed by the President. This Committee develops action programs to improve diversity, meets monthly during the academic year, and is composed of students, faculty, and staff from many campus departments. This Committee develops and recommends strategies for recruitment and retention of underrepresented groups-students, faculty, and staff. IAC discussion and approval of new DIA Mission Statement (approved by BOV, February 2003.)	No deficiencies identified.	The IAC will review and update the diversity component of the Strategic Plan for Intercollegiate Athletics. All other plans & policies listed in column 2 will be reviewed & updated periodically by the responsible agency.
Evaluation	Annual review by IAC.	Student-Athlete exit interviews; SAAC meeting minutes; began formal written exit interviews during the 2000-2001 academic year. The AD periodically reviews athletics department activities for consistency with division goals and objections.	No deficiencies identified.	The IAC will review DIA activities for consistency with Strategic Plan goals.

Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Organization and Structure	Annual review by IAC.	Diversity Workshop for all members of Athletics Department, administrators, and Coaches; wide variety of department programs and minority interns; The Office of Multicultural and International Services publishes a calendar of available programs and activities during the year. This office also has a brochure that highlights the programs and services that it provides. There is also a website that has the mission, calendar, activities, and links to other areas of the university. Collaboration occurs between the office and athletics coaches and the Compliance Officer for international athletes	No deficiencies noted.	The DIA has a plan in place that effectively addresses minority students and recruitment and retention of minority coaches. DIA will conduct diversity programming and activities, in consultation with Social Equity Officer.
Enrollment	Annual review of University's Strategic Plan; annual review of DIA's Vision Statement.	Approximately 11.2% of the student body is minority; international students make up 1.4% of the student body. During the three-year evaluation period, minorities, who make up 22% of student-athletes, received 28% of the athletics aid.	No deficiencies: 22% of student-athletes are minorities overall. In the undergraduate population, minorities are 11%.	Continue to recruit a diverse student-athlete population. The University and DIA will continue to have as priorities the recruitment of a diverse student and student-athlete population.
Comparison of Populations Enrollment	DIA reviews the demographics of the student and student-athlete populations.	In 2001-02, there were 41 minority student-athletes out of 181 (on athletic aid), or 22%. During the three-year evaluation period, minorities received 28% of the athletics aid.	22% of student-athletes are minorities overall. In the undergraduate population, minorities are 11%. Trend: 2002-03 — 22% of student-athletes were "other race" or minority compared to 11% of general student population. 22% was up from 20% in 2000-01; No deficiencies noted.	Continue to recruit a diverse student-athlete population. The University and DIA will continue to have as priorities the recruitment of a diverse student and student-athlete population.
Participation in Governance and Decision- Making	IAC monitors composition of SAAC, looking for trends.	8 out of 28 members of SAAC are minorities.	No deficiencies noted. Positive trend: Minority student- athlete participation in SAAC is increasing.	Athletics administrators will encourage minority student-athlete participation in SAAC and other programming opportunities.

Program Area	How RU Studies the Program Area (i.e., topic or issue)	Data Demonstrating RU's Commitment to the Topic or Issue	Areas of Deficiencies and Trends	How Topic or Issue Will Be Addressed by RU in the Future
Employment Opportunities	IAC reviews DIA Strategic Plan and departmental job vacancies and descriptions.	Placement of departmental job vacancy notices to: Human Resources website, NCAA News, The Chronicle of Higher Education, The Roanoke Times, placement offices of minority institutions, professional listservs, professional associations, publications, meetings, and conferences, minority publications & organizations. From the Fall of 1999 through the Spring of 2002, 6 minorities were hired. See the discussion of action taken to recruit outstanding minority candidates for DIA positions, on p. 110.	No deficiencies noted. Trend: For 2002-03, of the 14 head coaches, 3 are African-American (21.4%). Of the 15 assistant coaches, 2 are African-American (13.3%). Of the 9 full-time head coaches, 3 are African-Americans (33%)	DIA follows University hiring guidelines and will continue to work with Social Equity Officer to develop strategies for attracting minority applicants.
Programs and Activities	Evaluation/discussion after each presentation/program by Multicultural Services; Athletics Dept encourages student-athlete participation in programs & activities on campus.	Activities offered by Multicultural Services: Student Transition Program, Black History Month, Black Student Affairs Council, Native American Heritage Association, Hispanic American Student Association, Hispanic Heritage Month, Spanish Club, International Club. Activities through DIA: Team Radford Day, SAAC, UNIV 100.	No deficiencies noted.	Request SACC to address annually whether minority (and gender) issues exist and report to IAC.

- 6. Provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. Also describe the institution's efforts to ensure the plan was developed through a process involving broad-based participations. The plan must clearly identify all issues or problems and must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables, and a clear indication of institutional approval of the plan. The plan must address all eight program areas of minority issues as listed in Attachment No. 3, ; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-opportunities plan. Further, the plan must extend at least five years into the future and be active at all times.**

Broad-based participation in the formulation of the Commitment to Minority Equity Plan occurred through a lengthy process of development of the plan. This process really began when the Equity Plan for Improvement was developed as part of the previous self-study. This plan became a "working document" that was used by the DIA to effect changes during the last few years. These changes were reviewed and evaluated by the IAC, a body that includes representatives of faculty, students, and administration and has always included female and minority group members as well. The review by IAC has also been greatly influenced by input received from SAAC, a group of more than twenty student-athletes that has also always included female and minority group members.

The Subcommittee on Equity, selected for this self-study, has reviewed progress made in carrying out the previous Equity Plan for Improvement, has collected and examined data relevant to the gender equity operating principles and self-study items, and has developed the Commitment to Equity Plan. The Subcommittee on Equity included three minority group members and three women.

A draft of the Commitment to Minority Equity Plan was placed on the DIA website in late October 2003. Faculty, staff, and students were notified by means of *RU News*, a university-wide electronic newsletter, that the draft plan was online and were invited to provide comments and suggestions to the Steering Committee co-chairs.

COMMITMENT TO EQUITY PLAN: Minority Equity

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
<p>The Strategic Plans of both the University and the Athletics Department contain statements of commitment to continued diversity in the student body, in the faculty and staff, and in student athletes, respectively.</p>	<p>The most current draft of the revised RU Strategic Plan, includes the following objectives:</p> <p>By fall 2008, RU will continue to diversify its student body by maintaining at least a combined total of domestic students of color, international students, and students from other states of 20% of its total student body.</p> <p>Radford University will increase the level and quality of integration among students from diverse cultural backgrounds through sharing of resources and co-sponsorships.</p> <p>Any revision to the DIA Strategic Plan will be coordinated and consistent with that of the University.</p>	<p>DIA will continue to work with the Office of Multicultural and International Student Services, the Social Equity Officer, and other offices within the University to attain the objectives of the University's Strategic Plan and the coordinated objectives of the DIA Strategic Plan.</p>	<p>Athletic Director Assistant Vice President for Student Affairs Director of the Multicultural and International Services Social Equity Officer</p>	<p>University Strategic Plan, projected completion date: Spring 2004.</p> <p>DIA Strategic Plan will be revised / updated within one semester of completion of University's Strategic Plan.</p> <p>Annual reviews will occur thereafter.</p>
<p>Diversity goals in the Strategic Plans of the University and the DIA should be assessed annually to assure that they are addressing the needs of minority and international students.</p>	<p>Diversity goals will be assessed annually by the directors responsible for the specific objectives.</p> <p>The assessment will be part of the annual report that is due to the VPSA every July.</p>	<p>Achievement of goals and objectives will be reported on in the annual reports of Admissions, Multicultural and International Student Services, and DIA.</p> <p>All of these areas will also undergo Program Review every 5 years.</p>	<p>Athletic Director Director of Admissions Director of Multicultural and International Student Services</p>	<p>July 2004 and annual review thereafter.</p>

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
<p>The University has in place those offices and services which support a diverse student population, e.g., minority students, international students, disabled students, GLBS students.</p> <p>The DIA will also continue to provide support to its diverse student-athlete population.</p>	<p>Radford University will increase the level and quality of integration among students from diverse cultural backgrounds through sharing of resources and co-sponsorships.</p> <p>Through the resources of the Academic Coordinator, the SWA, and the Coaches, the DIA will increase the level and quality of integration among student-athletes from diverse cultural backgrounds and those with special needs.</p>	<p>Continue strong multicultural programming for all students;</p> <p>Provide support services particularly for minority students, international students, disabled students, GLBS students.</p> <p>Work with SAAC to provide an effective method to identify the needs of student-athletes, especially those with diverse and special needs.</p>	<p>VPSA Athletic Director IAC Social Equity Officer</p>	<p>Fall 2003 and thereafter.</p>
<p>The University has five-year enrollment growth projections.</p>	<p>To continue to maintain a diverse student-athlete population that reflects or exceeds that of the entire student body.</p>	<p>Review recruitment strategies for a diverse student population.</p> <p>The AD will work closely with the Director of Admissions to coordinate recruitment activities.</p>	<p>Athletic Director Admissions Director VPSA</p>	<p>Fall 2003 and annually thereafter.</p>
<p>Demographics of the entering freshman class and the freshman student-athletes are compared.</p>	<p>Each fall, demographics of the entering freshman class and the freshman student-athletes will be compared to determine if there are major discrepancies in enrollments.</p>	<p>The AD will report the results of the comparison to the IAC each fall after census date.</p>	<p>Athletic Director</p>	<p>Fall 2003 and annually thereafter.</p>
<p>Maintain a diverse student representation on the SAAC.</p>	<p>Each fall, the IAC will review the list of SAAC representatives to determine if there is a multi-year trend that suggests either a deliberate or inadvertent exclusion of minority students.</p>	<p>SAAC Advisor will report the SAAC membership during the October IAC meeting.</p> <p>A member of the SAAC will be asked to serve as one of the student representatives on the IAC.</p>	<p>Athletic Director SAAC Advisor</p>	<p>Fall 2003 and annually thereafter.</p>

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The DIA Strategic Plan will maintain the hiring of minorities and women as a high priority.	A database of potential minority and female candidates will be maintained in the AD's office at all times and will be updated continually.	Keep resumes on file of strong candidates who were not selected for specific positions. Keep a clippings file of news stories on coaches who might either become potential candidates or referrals for other candidates.	Athletic Director Social Equity Officer	Fall 2003
Diversity programming and activities are available throughout campus to all students and, as needs are identified by SAAC, to student-athletes.	Conduct one program or activity each year that is directed toward the specific needs of minority student-athletes.	CHAMPS Life Skills Program will include at least one diversity program/activity.	Academic / CHAMPS Coordinator	2003-2004

Approved, Dr. Douglas Covington, President, Radford University